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ABSTRACT

Prepared by consultants, conference participants, and project staff, this document contains guidelines, discussion, and recommendations for implementing residential vocational education programs in these sequentially arranged chapters: (1) Philosophical Guidelines for Residential Vocational Schools, (2) Who Should be Served by Residential Vocational Schools, (3) What Kind of Curricula, Course Objectives, and Instructional Materials Best Serve Students in Residential Vocational Schools, (4) Staff and Faculty Requirements for Residential Vocational Schools, (5) Where Should Residential Vocational Schools Be Located, (6) What Facilities Should Be Provided for a Residential Vocational School. Some of the recommendations which accompany each chapter were: (1) Primary emphasis should be given to students in the 14-21 age range, (2) Employment needs for a state should be determined by a job demand survey or from existing material, (3) College preparation need not be required of residential staff, but inservice education should be provided, and (4) Good employment opportunities must be insured for graduates. A listing of consultants and conference officials, reaction of conference participants, and a position paper summary are appended. (SB)

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A GUIDE FOR THE DEVELOPMENT OF RESIDENTIAL VOCATIONAL EDUCATION

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NATIONAL CONFERENCE ON RESIDENTIAL VOCATIONAL EDUCATION
THE OKLAHOMA STATE UNIVERSITY SCHOOL OF TECHNICAL TRAINING, OKLAHOMA STATE TECH

Okmulgee, Oklahoma — February 26, 27, 28

Principal Investigator **Wayne W. Miller** is also Director and Dean of the Oklahoma State University School of Technical Training, Oklahoma State Tech. He earned his B. S. degree from Oklahoma State University and a Masters degree from the University of Illinois. He was one of the original staff members at Tech, and was named Assistant Director in 1958. He became Director in 1963. In the interest of legislation relative to vocational-technical education, he has prepared several papers and appeared before Congressional committees. He has served as a consultant and committee member for numerous vocational-technical educational projects.

William T. Logan, Jr., was a teacher, high school principal and public school superintendent before becoming the Commissioner of Education for the State of Maine in 1964, a position he still holds. Twice he has traveled abroad to study foreign educational systems. He is Commissioner of the Education Commission of the United States and Vice Chairman of the New England Board of Higher Education.

James M. Hughes received his degree in architecture from Texas A & M University in 1954. He is an associate partner in the Caudill, Rowlett and Scott architectural firm, Houston, Texas, and specializes in physical plant design and structures for community and junior colleges. He belongs to the American Institute of Architects, and is an associate member of the American Association of Junior Colleges.

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PURPOSE

Purpose of the National Conference on Residential Vocational Education is to provide for further development of understandings, abilities, skills and appreciations appropriate for persons having responsibilities for comprehensive programs of residential vocational-technical education. The conference is designed to gain involvement of the leadership in this field at state and local levels, and to increase understanding of the 1968 amendments concerning residential vocational education. (Part E, Title 1, Public Law 90-576)

Discussion Topics

1. **Developing a Philosophy of Residential Vocational Education**
   William T. Logan, Jr.

2. **Facilities — Residential, Educational, and Student Services Facilities for Students in Residential Vocational Schools**
   James M. Hughes A.I.A.

3. **Geographical Locations for Residential Vocational Schools**
   Dr. J. Clark Davis

4. **Curriculums, Course Objectives, and Industrial Materials for Students in Residential Vocational Schools**
   Jim L. Moshier

5. **Faculty and Staff Requirements and Qualifications for Operating a Residential Vocational School**
   Robert M. Small

6. **Selection and Evaluation of Students for Residential Vocational Schools**
   Dr. Merrel R. Stockey

7. **Student Life, Counseling, and Guidance for Students in a Residential Vocational School**
   Dr. Kenneth B. Hoyt

8. **Employment and Follow-up of Students from a Residential Vocational School**
   James P. Jones

9. **Special Considerations for the Socio-Economically, Physically and Educationally Handicapped Student in Residential Vocational Schools**
   Jack P. Jayne

Associate Project Director
Dennis N. Chapman

Robert M. Small is Director of the Mahoning Valley Vocational School in Vienna, Ohio. He received his B. S. and Masters degrees from Kent State University. He was a high school teacher for 11 years and a counselor for six. He began with Mahoning Valley as a guidance and pupil personnel director and became the school's director in 1966. He is a member of the American Vocational Association.

Dr. Merrel R. Stockey is Chief Psychologist of the Milwaukee Technical College. He received his B.S. degree from Milwaukee State Teachers College and his M.A. and Ph.D. from the University of Michigan. He has been Chief Psychologist at MTC since 1946. He is interested in education and counseling, and has written several articles in the American Vocational Association Journal, and the Wisconsin Educational Journal. He is a member of the American, Wisconsin and Milwaukee Psychological Associations, and the Wisconsin Association of School Psychologists.

Dr. Kenneth B. Hoyt is Head of the Division of Counselor Education for the University of Iowa. He received his Ph.D. from the University of Minnesota. He is a member of several American Vocational Association committees, was Chairman of the American delegation to the International Association for Educational and Vocational Guidance, and has authored several articles on vocational training and guidance counseling.

James P. Jones, National Director of Recruitment and Placement for Phillips Petroleum Co., has been with the company since his graduation from Texas A & M University in 1948 with a degree in industrial engineering. For the past 12 years he has been involved in corporate recruitment and professional placement. Jones is a member of five college placement associations and councils.

Jack P. Jayne, Area Employment Assistance Officer for the Bureau of Indian Affairs, Muskogee, Okla., area office, began working with the Bureau in 1952 after a five-year assignment with the Veterans Administration. He has served as Agency Employment Assistance Officer for several Indian tribes and is familiar with the requirements of these people and their needs for quality vocational education.

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PREFACE

This guide is the result of the combined efforts of several outstanding consultants, the participants of one national conference and nine regional clinics, and the project staff. The consultants delivered working and summary papers at the National Conference on Residential Vocational Education held at the Oklahoma State University School of Technical Training in Okmulgee, Oklahoma, during February 1969. The involvement and deliberations on critical issues among the participants and consultants at the conference helped to provide the material for this document.

The consultants at the national conference were: Mr. William T. Logan, Jr., Commissioner of Education, Augusta, Maine; Mr. James M. Hughes A. I. A., Caudill Rowlett Scott Associates, Houston, Texas; Dr. J. Clark Davis, Director, Research and Education Planning Center, College of Education, University of Nevada, Reno, Nevada; Dr. Merrel R. Stockey, Student Services, Milwaukee Technical College, Milwaukee, Wisconsin; Mr. Jack P. Jayne, Employment Assistance Officer, Muskogee Area Office, Bureau of Indian Affairs, Muskogee, Oklahoma; Dr. Kenneth B. Hoyt, Professor of Education and Director, Specialty Oriented Student Research Program, University of Iowa, Iowa City, Iowa; Mr. Jim L. Moshier, Head of General Education and Small Business Trades, Oklahoma State Tech, Okmulgee, Oklahoma; Mr. Robert M. Small, Director, Mahoning Valley Vocational Education School, Vienna, Ohio; Mr. James P. Jones, Director, Recruitment and Placement Division, Phillips Petroleum Company, Bartlesville, Oklahoma.

Many faculty and staff members from Oklahoma State Tech assisted with this project and deserve mention at this time: Mr. Michael Neville, Project Assistant; Mr. R. L. Dyke, Assistant Director for Business and Finance; Mr. Frank Kubicek, Assistant Director for Campus Development and Maintenance; Mr. Grady W. Clack, Assistant Director for Academic and Student Affairs; Mr. Leland Tenney, Head of the Printing Department; the faculty and students of the Commercial Art Department; many other faculty and staff members especially Judy Clark and Vicki Wells, secretaries, who provided leadership to the many stenographers necessary for the successful national conference.

The Planning Committee for the national conference included: Mr. Wayne W. Miller and Mr. Dennis N. Chapman, Director and Dean and Assistant Director respectively of Oklahoma State Tech; Mr. Michael Russo, Chief Planning and Evaluation Branch; Mr. George Sanders and Mr. Alexander Ducat, Senior Program Officer and Program Officer respectively for the Facilities and Equipment Branch; and Mr. Frank Perazzoli, Program Officer, Analysis and Reporting, Planning and Evaluation Branch, all from the U.S. Office of Education.

The primary purpose of this guide is to provide some consensus by experts and interested parties in the very difficult task of molding public policy relative to residential vocational education. This guide is written so that operational guidelines, discussion, and recommendations are presented for every chapter. The chapters were developed according to the major considerations which must be examined by those who would choose to utilize a residential vocational school as an institutional media to bring vocational education to a specified population.

Chapter I invites the reader to focus on vocational education, the Amendments of 1968, and overall operational guidelines for residential vocational education. Chapter II deals with the critical question of "who is

to be served" by residential vocational schools. Chapters III-VI deal with the questions which logically follow from an answer to "who is to be served", that is, "What Kind of Curricula, Course Objectives, and Instructional Materials Best Serve Students in Residential Vocational Schools", "Who Should Teach in Residential Vocational Schools", "Where Should Residential Vocational Schools Be Located", "What Facilities Should Be Provided for Residential Vocational Schools", and the "Employment and Follow-up of Students From a Residential Vocational School".

A full list of the consultants and their mailing addresses is presented in Appendix A. Appendix B shows a complete breakdown of the participant reactions to the major issues which grew out of the national conference. Appendix C contains information and a position taken by the National Technical Education Association and presents some reflections on major issues from the National Clinic on Technical Education held in St. Louis in March 1969.

INTRODUCTION

It is becoming more apparent every day that we are on the verge of an educational revolution. This latest of revolutions in the educational domain is the "identifying" of vocational education as a leading element in the total educational system.

Preparing people for employment (vocational-technical education) is the clear responsibility of the public and private schools, as well as industry. The need for vocational-technical education will continue to expand throughout the 1970's, as our work force approaches 100,000,000 by 1980. By then, each man and woman in the work force will need additional retraining every five to seven years.

The Vocational Education Amendments of 1968 have codified some of the upward trends in vocational education. Part E of this legislation deals specifically with an educational void in our educational spectrum, the area of residential vocational education. There is little doubt that residential vocational schools needed this stimuli, but care must be taken not to expect these to be the panacea for all our problem areas within vocational education today which this institutional media neither influenced nor is the appropriate remedy for. This report elaborates on the future role of the residential vocational school within the areas of vocational-technical education systems and with consideration for the national educational systems in general.

This report is structured so that chapters are developed in a sequential manner that considers first philosophy and objectives and total educational complex which encompasses the total Residential School spectrum and then moves to serious questions that logically follow i.e., curriculum, faculty, and facilities.

CHAPTER I

Guidelines

For Residential Vocational Schools

The following overall guidelines should be considered in implementing the Vocational Education Amendments of 1968 as they relate to Residential Vocational Education Schools.

1. Adequate provision should be made for the selection of students without regard to sex, race, color, religion, national origin, or place of residence within a state or region and residential vocational facilities.
2. Course offerings at residential vocational facilities ought to include fields for which available labor market analyses indicate a present or continuing need for trained manpower and the programs, services, and activities offered ought to be appropriately designed to prepare enrollees for basic entry into employment or advancement in such fields.
3. The total educational experience available at the residential vocational school should be officially recognized by the state and incorporated into curricular and extra-curricular programs.

In each of the discussion groups the participants wished to expand on the philosophical basis of the above positions and clarify points with the intention that the guidelines developed would be as flexible as possible to meet the students' needs, yet be explicit enough to assure that the spirit of the law is fulfilled. Considerations which the participants wished given in the finalized document are:

1. The Vocational Education Act of 1968 should be operated on a state plan application which is based on the state's evaluation of its current vocational offerings.
2. Although the law specifies serving young people from ages 14 to 21, it was the unanimous opinion of our participants that two distinct programs should be developed for students of high school and post-secondary abilities because the social and physical maturity of the participants within these age spans is too great to handle in a single educational unit. Separate facilities and programs on adjoining sites with complementary and supplementary programs might be very desirable. But the social activities — so essential to citizenship development — require specific programs to achieve good results.
3. Chronological age, aptitude, ability and program are the critical factors in deciding whether the student should be placed in a secondary school level or post-secondary level.
4. A vocational residential center should be an institution which attracts students because of its well-balanced vocational-technical, academic and social environment and must not become a correctional institution to which juvenile offenders are sentenced by a court system.
5. If a secondary school program is established, it must have a two-fold purpose. It must offer terminal courses in only those occupations which can employ the graduates under existing state and federal

employment regulations. It must also provide a program for transfer to post-secondary vocational-technical institutions where physical, intellectual and social maturity are prerequisites for skill training and eventual employment.

6. Standardized curricular materials alone cannot be used as the basis for instructional programs. Instructor-developed materials, based on occupational requirements and individual student aptitudes, are essential to a successful program. There must be constant and continued evaluation and upgrading of instructor competencies and materials. Advisory committees from the industrial world which employs the graduates should function to review special areas of school operation, refresher courses for instructors, and review the instructional programs.

7. The residential vocational center concept should give primary consideration to the rural and isolated youth for whom a commuting program is unsatisfactory or impossible. The urban or suburban youth who desires to attend such a center should be encouraged to attend when the special course offerings are those which meet his needs and are unavailable in his urban area. Interstate and regional planning is extremely desirable and reciprocity between the several states operating programs might well be encouraged in eventual guidelines.

In conclusion, the national conference found many justifications for establishing residential vocational schools to serve the youth and industry of our nation. Among the justifications are:

1. A residential school provides a campus life where youth learn to live and work with others — which is essential to becoming a productive citizen.

2. "Going away to school" is a symbol of success in this era of American life. A residential school provides this ego builder.

3. Residential schools provide for the worthy use of leisure time in sports and recreational programs and therefore assist in developing meaningful citizenship.

4. Residential facilities provide an opportunity to develop personal social adjustments while temporarily separated from parental authority.

5. Residential programs provide wider horizons for our young people. They are not limited only to local employment opportunities.

6. Residential facilities provide opportunities for youth to experience a wide range of very specialized and sophisticated training programs.

7. The fastest growing occupational needs in this country are for skilled tradesmen, craftsmen, service workers, distribution and office occupations. This requires training beyond the semi-skilled level but below that required for the true technician. This is the group for whom the residential vocational school should be planned and for whom it should operate.

8. The need to develop feelings of self-worth and self-esteem. The residential vocational school represents an opportunity for students to compete meaningfully. It represents a structure built for **them** and their individual needs. It gives them a chance to appreciate and respect others and, by so doing, to build self-appreciation, self-respect, and feelings of self-worth. They are given greater opportuni-

ties for involvement in student leadership roles and for participating in student government, social, and recreational activities that were often denied them as high school students.

9. **The need to discover and capitalize on unique educational motivations.** Many students for whom the residential vocational school is appropriate would be described by their high school teachers as lacking educational motivation. More importantly, many such students see themselves as uninterested in education—or even actively disliking school. The residential vocational school represents an opportunity for such students to discover that they do have educational motivations and that they **do** like to go to school. It does this by appealing to motivations towards acquiring job skills which are relevant to their abilities and acceptable to the trades. In the words of students, this is often translated by expressions such as, "Here we study only what we need to know in order to get a job."

CHAPTER II

Who Should Be Served By Residential Vocational Schools

Students in the residential vocational school should represent persons from all elements of the general population — all walks of life, all minority groups, all levels of ability, all sections of the state in which the school is located, and with all kinds and degrees of handicaps. However, the enrollment should reflect the general character of the population from the area to be served.

Discussion

One critical issue relating to the future position of residential schools as a subsystem in the total vocational education complex hinges on the characteristics of the students to be served by this type of institution. The primary student characteristics of concern for residential vocational schools of tomorrow are (1) the student's chronological age, (2) the student's socio-economic background, (3) the geographic location of the student's home, (4) the student's physical handicap(s), if any, and (5) the student's academic ability.

Age Ranges to be Served

The Vocational Education Amendments of 1968 specify that young people from the ages of 14 to 21 will be served by residential vocational schools. Two distinct programs are suggested in this guide to serve this population, i.e., one for students from the age of 14 through the age of 17 and one for students from the age of 18 to the age of 21 at the time of enrollment. Rationale supporting this suggestion includes the concepts that (1) the social and physical maturity of the students in such a wide age spread is too great to handle in a single educational unit and (2) the lower age group might be assisted more readily and comply to certain educational laws within some states in a separate institutional setting perhaps emphasizing pre-vocational training since they would not be readily employable by some industries and under certain labor laws after graduation. The above rationale would indicate that programs for the upper age range should be given emphasis in the context of limited resources.

Socio-Economic Backgrounds

The law governing the establishment of residential vocational schools makes it clear that a fairly substantial portion of the student body will come from the disadvantaged segment of our society. However, all levels of the society should have access to these schools. One of the chief advantages of a residential school is the inter-student exchange of values and ideas which occurs in dormitory living. If one socio-economic class, race or value system is predominant in the living center or school this interchange is minimized. It is also important to serve married students who have dropped out of the traditional education system. At a residential school an opportunity is provided to keep the family unit intact as they acquire work skills.

Geographic Areas to be Served

The law states that residential schools will serve students who cannot attend vocational schools because of their geographic isolation or home environment. In addition, students from the local community should be

served. Rural communities with limited educational facilities and ghetto areas in the large cities will furnish a large number of students based on the above criteria. The students from ghetto areas will receive a new perspective through a change in socio-economic environment and the students from isolated areas will gain educational opportunities heretofore not available to them. In either case, a residential vocational school will serve to help establish a positive attitude toward work, provide an opportunity for developing a higher self concept, and provide an opportunity for developing skills which will lead to employment.

Students with Physical Handicaps and Other Disadvantages

Providing working skills for the physically handicapped and/or otherwise disadvantaged is an integral part of the purpose of the residential vocational school. Some schools have applied themselves to these needs in the past, it is reasonable to assume the need for additional efforts in this area will not only continue but will increase. In many instances these students have not or cannot complete high school due to physical limitations. The vocational residential school provides an acceptable and reasonably convenient means of completing the education necessary for achieving economic efficiency in our society. The range of handicaps will vary from severe to none.

1. It is essential from the onset that the Residential Vocational Schools present a social and academic image which will attract the socio-economically disadvantaged youth as well as the youth who, although unskilled, is not considered as disadvantaged, but is in need of vocational up-grading to reach his potential productivity in society.

   The school should not be identified as a "school for the disadvantaged." Preferably the word "residential" should not be used in naming the school.

2. Special care should be taken in recruiting the socio-disadvantaged youth for the Residential Vocational School. The recruitment should be based on need for a residential type training. This should be because it is best to move the disadvantaged youth from his home or community environment, or because no vocational school is available.

   The criteria for accepting the socio-economically disadvantaged youth should be other than the fact that the parent(s) wants to transfer the financial obligation of educating the youth to the state or federal government.

3. The selection of students should be based on a good prognosis for employment in their field of training. The final determination in the selection of students should be the prerogative of the residential vocational school. There will be the socio-economically disadvantaged, and some who are not, who will not benefit from residential vocational training after being tested and participating in testing in an evaluation center. Justification should be given in writing, if this becomes necessary, as to the reason for rejecting the applicant. Because many of the socio-economically disadvantaged have a pattern or outlook of failure, it is of utmost importance that when selected for specific training, they have the potential qualifications for achieving success in the program.

4. It is important that there be a mixture of students—the socio-economically disadvantaged and those who are not. Since 40% of

the funds must be expended on the socio-economically and physically handicapped it is recommended that a minimum of 40% of the students in the residential school be from the disadvantaged, special needs, or physically handicapped. Special needs could be interpreted to mean from an area where vocational training is not available or lacks sufficient courses to meet the individual needs, as well as coming from a poor home or community environment. If all students are the socio-economically handicapped, there will be fewer or no opportunities to learn through experiencing and associating with other groups of people. The mixing will help strengthen the socio-economically disadvantaged group and cause the more sophisticated groups to be more tolerant of the disadvantaged. This will be mutually beneficial.

5. Provisions must be made for special evaluation and remedial facilities at the residential vocational school to meet the needs of all students. After a reasonable length of time, a student who has the potential, but does not respond to the services, should be terminated from school or reassigned to another program which fits his potential if such a program exists. The student body as a whole, as well as the disciplined student, will respect the decision. There are too many students in need of and wanting the services of the school to justify spending an excess amount of time with a small number of unmotivated students who do not respond to training. On a written justification, the disciplined student should be allowed to re-enter training if he is under 21 years of age when he seeks re-entrance.

6. Special attention must be given to all students regarding budgeting, the world of work, recreation and attitudes as well as teaching him a vocational skill. A skill is of no value unless the individual is industrially acclimated and can budget money within limitations. The youth must be provided with personal spending money and have a choice in selecting his clothes and enjoying recreation. If the program is to be lasting, the entire curriculum must be exploratory and allow the individual to make choices.

7. The residential vocational school should be co-educational and provide apartment type housing for family units. There are many socio-disadvantaged youth who are married, are solo parents, or have a dependent parent, who are in need of residential vocational training and would not be financially able to attend school unless housing were available. Special programs should be provided these family units in family planning, family living, and in budgeting.

   Wives should be encouraged to accompany their husbands to the school and enroll in a course when possible so they can both grow socially and educationally to gain from their experiences to insure a stable home.

8. The Residential Vocational Training School can and must fill a gap that presently exists in our educational system. The curriculum should not be at the baccalaureate level, but should offer a diploma or associate degree upon successful completion of the program.

9. James A. West, Rehabilitative Services Director, Department of Public Welfare, Oklahoma Public Welfare Commission, commented that it is occasionally asked, "What can handicapped people do?", and says the answer is simple. They can do as many different things as can normal individuals. The fact has long been demonstrated in the enrollment of Rehabilitative Services sponsored students at Oklahoma State Tech. Records demonstrate that handicap-

ped students are enrolled in all 33 courses presently being offered. It should be further pointed out that 8 per cent of the present handicapped students are on one of the two Honor Rolls of the school.

During the Fall Trimester of 1959, Rehabilitative Services enrolled 141 students at Oklahoma State Tech. During the Fall Trimester of 1968, Rehabilitative Services enrolled 475 students at this school. The average enrollment has steadily increased since 1959. Since that time, 1,335 clients have received training at Oklahoma State Tech. It has been estimated, and some feel conservatively, that approximately 30 per cent of these students could not have received training if it had not been for a residential facility. That amounts to at least 400 persons who are now productive citizens.

Oklahoma State Tech is serving a segment of the population which possibly could not receive training if it were not for the unique and special designs in their programs. If the students that Rehabilitative Services sponsor can be taken as representative of their student population, it could be safely stated that their educational and economic backgrounds are somewhat below average. Of the Rehabilitative Services clients, 42 per cent are receiving, in addition to their tuition, tools, and books, a monthly living allowance. To be eligible for such an allowance, the individuals or their families must meet rather stringent economic requirements. These requirements follow quite closely what has been defined as the poverty index.

Many of the students sponsored by this Agency lack the academic background to successfully compete in a formal academic setting. A large number have not completed their formal education. Oklahoma State Tech is serving this segment of the population in a realistic and adept manner.

What has Oklahoma State Tech made possible for Rehabilitative Services clients? A question of that nature is rather difficult to answer. It is almost impossible to calculate the material and personal benefits reaped from such a program. In an attempt to answer this question, consider the following explanation. This trimester 49 clients are graduating from Oklahoma State Tech and 28 have already contracted employment at an average beginning wage of $420 per month. If consideration is given only to the 28 who have accepted employment at this time, the sum of their average annual salaries is $141,120. It has been estimated that the various forms of taxes claim 25 to 30 per cent of all income. Using 20 per cent as a basic rate, a sum of $18,224 per year in tax return is obtained.

In considering future needs, it is safe to state a need will continue in the area of residential vocational education facilities. Part of the need has been demonstrated above, and it is reasonable to assume the need will not only continue, but increase. It is also an economically sound investment in the future. Can we afford not to provide the residential facilities and vocational education needed?

Academic Abilities

In a wide variety of socio-economic classes and minority groups, a wide variety of academic abilities will be involved. They will be in many instances in need of remedial assistance. It is anticipated that they will lag three to six years behind their capabilities in the area of reading. Similar conditions will exist with reference to their computational skills. In the

majority of cases this will represent the consequences of early lack of motivation and application.

Intellectually these young people from the disadvantaged group will function best in dealing with concrete material as opposed to highly verbal generalizations and abstractions. This knowledge must be taken into account wherever screening for admissions is undertaken. The selection of measuring devices should not penalize people of good basic ability who are weak in verbal expression.

Although the disadvantaged group needs careful consideration, the student body in the residential vocational school should represent minority groups, cultural environments, academic aptitudes, and those with various degrees of handicaps ranging from none to severe.

RECOMMENDATIONS

1. Primary emphasis should be given to students in the upper part of the 14-21 age range as stipulated in the Vocational Amendments of 1968.
2. Provisions for suitable testing and evaluation of each student's aptitudes, mental ability and physical health to determine the program best suited to his needs should be made in the state plan.
3. Assignment to the level of training should be based on chronological age, socio-economic background, aptitudes, interests, abilities, physical handicaps, and the mental maturity of these students.
4. The residential school should not be used for the placement of juvenile delinquents.
5. The residential school should be encouraged to serve the needs of urban and rural youth.

CHAPTER III

What Kind Of Curricula, Course Objectives, And Instructional Materials Best Serve Students In Residential Vocational Schools

Curricular offerings ought to be based on the aptitudes, abilities, and interest level of the students to be served. Secondary school level programs ought to provide courses in only those areas where employment opportunity is possible under state and federal labor laws. Secondary course offerings ought to provide opportunities for transfer to post-secondary level programs where additional training and intellectual and social maturity are prerequisites for employment, and curricula materials ought to be developed to meet the specific aptitude levels of the eligible students.

Discussion

The development of curricula, course objectives, and instructional materials for a residential vocational school would depend on the type of program to be established. The depth and scope of the curriculum would depend on the age and maturity of the students being served. The youths between the ages of 14 and 17 would need a broader curriculum to enable them to become more mature as well as better skilled in the vocational field. As was stated in Chapter II, these students should generally not be taught in the same school with the youths between the ages of 18 to 21.

The course content should vary from one area or state to another, even though the variation may be only slight. The problem of obtaining a basic curriculum for vocational subjects is a major issue.

Obtaining competent instructors and setting up in-service training for these instructors are of major importance to quality instruction in a vocational residential school.

The integration of general education subjects and vocational objectives is of great importance to the successful training of students. This would enable the student to succeed not only as an employee but also to become a good citizen and a productive member of the community.

In exploring these areas the conference was an excellent means for bringing together the ideas of a great variety of people connected with vocational education. The suggested guidelines which follow will help in establishing residential vocational schools. It should be kept in mind, however, these schools may be quite different in the courses offered; therefore, some of the guidelines are general and broad in scope.

Curriculums:

A. What should the curriculums include?

Curriculums should be the organized program of study and designed to meet the specific requirements for the preparation of a particular kind of job classification within a stated period of time. Each course must be designed specifically to prepare an individual

for a particular field of endeavor. The curriculum must be flexible to meet the needs of industry at a specified time for a specific training objective.

The subjects in a vocational course should be grouped under the following classifications:

1. Vocational Specialty Subjects: These subjects emphasize the special skills, knowledge, techniques, applications, procedures, and services that identify the vocational objective and prepare the student for a variety of employment opportunities in a particular vocational field.
2. General Education Subjects:
   a. Mathematics required by the vocational course is necessary to enable the student to successfully pursue the course objective.
   b. Communication skills are required which emphasize oral, written and graphic skills, reading capability, and ability to communicate successfully with co-workers and others.
   c. Social Studies are desirable which provide the elementary frame of reference in economics, citizenship, and social relationships as needed by an individual member of a family, an employee, and a citizen.

B. Who should develop these programs?

Basic curriculums should be researched and developed by a state agency and distributed to schools interested in a specific course. These curriculums. however, should be basic in scope and incorporate flexibility so each school could incorporate its own particular innovations and needs into the course.

Each school should establish committees from employing groups that are responsible for the development of curriculums for that particular school and be flexible enough to handle any situation in this area. The committees should work closely with the state agency in designing basic curriculums.

The curriculums should be as basic as possible and extend to great depths in order to allow a student to enter at his educational level and progress to the extent of his desire and ability.

C. Which schools should offer particular curriculums?

To provide a wide range of courses in a state, a state agency should be created to help determine the specific courses offered by each school. However, it may be necessary to establish the same course at two or more schools, but this should be determined only if one school is unable to accommodate all the students in this particular field. It is important that students have a wide variety of courses from which to choose.

Course Objectives:

A. How should course objectives be determined?

Course objectives should be determined by a survey of the employment market in the geographic region or state, and from existing information from the various state and federal agencies.

The courses should be established with the assistance of edu-

cators and industrial advisory committees. Committee members should be chosen from organizations in the employment area so that a comprehensive overview of the needed training may be determined. A list of the desired goals in each course should be established and used in establishing the outline.

Wherever possible, the courses should be planned on a large enough scale so that training can be established to provide a separate instructor for each section of study within the course objective.

At some phase of the training, the student should have the opportunity to work in an environment similar to that he can expect when he is employed. The residential school, a city within itself, provides abundant opportunities for practical work experiences.

The complete training of the student should include general education subjects. These should be taught in close relationship with the shop or lab work. The teachers of the general education subjects should have a working knowledge of the vocational subject as well as the related subject he is teaching. It is important that each state have a teacher training program specifically designed to train vocational teachers. Each vocational residential school should have a continuing in-service program to aid in keeping its teachers informed.

Representatives of various companies should employ instructors during the summer months in order that they may learn the latest improvements and changes in their field of teaching. It is suggested that possible college credit should be given for this experience when it is necessary and becomes a part of the teacher's educational program.

Instructional Materials:

A. What instructional materials are needed?

Shops and laboratories should have enough training equipment so that a student can spend as much time as necessary learning the principles taught. It would be undesirable for him to be forced to wait for other students to complete their work before he can begin using the training aids.

There should also be a learning center where the student may study after regular classes or at night. This center should include a well-equipped library and a reading-math laboratory complex staffed with qualified teachers. There should also be sufficient programmed material to permit the student to study on his own initiative without the direct supervision of a teacher.

B. Where can instructional equipment be obtained?

Much of the training equipment can be obtained through contact with industries employing the students after graduation. This equipment may be purchased at a reduced price or, in some cases, obtained free of charge.

The state surplus agency is a source of good equipment which may be purchased at a very small percentage of the actual value. This agency should be contacted regularly for this purpose.

It would be desirable to design the curriculum to meet not

only the needs of the employers but also the needs of the student. The training equipment should be of the highest quality and available in such quantity that each student will have a work station at all times.

RECOMMENDATIONS

1. The employment needs for a state should be determined by a job demand survey or from existing information.
2. A state governing agency should research and develop basic curriculums for distribution to interested schools.
3. The vocational-technical courses offered should be determined by an employment survey in each state, and existing information.
4. Students should be taught general education and related subjects.
5. Curriculums should be as basic as possible and extend to great depth in order to permit a student to enter at his individual educational level and progress as far as his ability will allow.
6. An advisory committee should be established by each school for the purpose of developing curriculums. These committees should be selected from the operative level of industry and various organizations in order that the needed training may be **determined for each vocational objective or program.**
7. Instructional equipment may be obtained through surplus agencies and employment organizations.
8. Shops and laboratories should have sufficient training equipment to allow a student to spend as much time as is necessary to learn the principles he has been taught.
9. The basic educational equipment should include sufficient programmed material to enable a student to study on his own initiative without direct supervision of a teacher.
10. Basic educational facilities should include a well-equipped library and a reading-math laboratory complex staffed with qualified teachers.

CHAPTER IV

Staff, Faculty, And Service Personnel For Residential Vocational Education

The residential vocational school should provide a "total youth" education for many students with serious socio-economic, physical or other handicaps. The staff, faculty, and service personnel should be competent to deal with and understand these students as well as technically qualified in their respective fields. Personnel should be innovative and flexible and should possess a sincere belief in the worth of all human beings.

Discussion

Faculty and staff requirements will depend on:

1. Philosophy and purpose of the residential vocational school
2. Type of student enrolled in a residential vocational school
3. Location of facility
4. Type of facility

It is recommended that an overall student-school employee ratio for a residential vocational school be approximately five to one (5 to 1) and the student-instructor ratio should be maintained at close to ten to one (10 to 1). The employees should be grouped into the following categories:

	(Requirements for a school with 1,000 students)
1. Administration	
Director	1
Assistant Director	1
Business Manager	1
Residential Supervisor	1
Vocational Supervisor	1
Pupil Personnel Supervisor	1
Academic Supervisor	1
2. Staff	
Dorm Leaders	7
Dorm Counselors	72
Recreation Specialists	20
Social Coordinator	1
Bookkeeper	1
3. Faculty	
Vocational Instructors	54
Vocational Assistant Instructors	8
Academic Teachers	40
Teacher Aides	4
Audio-Visual Coordinator	1
Program Learning Center Staff	2
4. Professional Services	
Head Counselor	1
Vocational Counselors	9

Psychologists	2
Nurses	4
Doctor	1
Dentist	1
Student Accounting Coordinator	1
Speech and Hearing Therapists	2
Curriculum Specialists	1
Public Relations Specialists	1
Placement and Recruitment Team	4

5. Service

Clerical	8
Custodial	4
Maintenancemen	3
Bus Drivers	2
Boiler Firemen	4
Security Guards	4
Utility (laundry, transportation, etc.)	2
Food Service Supervisor	1
Head Cook	1
Cooks	6
Food Service Workers	8

The above figures could fluctuate depending on previously mentioned variables. Examples might be:

1. Number of dormitory advisors may be less than 72 if the student population were not 100% hard core unemployed.
2. Number of dormitory advisors could be less than 72 if dormitories were larger than 90 student size.
3. Number of security guards may be more than 4, depending on the location and facilities used.
4. Number of services employees may be more than the 43 recommended if Work Study student employees are not available and if facilities are on a large area campus.
5. The Professional Services may be affected by the type of student enrolled. For example, medical needs may require 1 dentist and 1 doctor per 1,000 population. The number of counselors may be reduced from the 9 recommended if the population were not exclusively hard core unemployed.

The faculty number of 109 for 1,000 may be high for a normal distribution of students. This is a recommended ratio of 1 to 10+ for a majority of students being severely educationally handicapped. Computerized instruction of the future will effect the number of faculty.

The qualifications of Staff and Faculty of a Residential Vocational School will be determined to large degree by various state vocational education regulations for instructors. However, the following are recommended:

1. Vocational instructors need not have college preparation, if vocational experience is adequate.
2. Vocational instructors should be required to attend in-service training in teaching techniques and human development understandings.
3. Professional service personnel should have state certification or have proven backgrounds in school administrative duties.

4. Staff, or non-instructional personnel with student contact, usually referring to the residential or dormitory staff qualifications are:

   (a) No college prepared staff would be required.

   (b) The age of the dormitory or residential staff is important. They should be able to relate to the students.

RECOMMENDATIONS

1. A 3.5 to 1 up to 5 to 1 student-school employee ratio would be optimum and should be determined by the blend of students being served.
2. Administrative personnel should be certified or have proven backgrounds in school administration with the exception of the business manager and the residence administrator.
3. College preparation need not be a requirement for the residential staff. However, experience working with youth is recommended. An in-service training program should be provided.
4. Adequate vocational experience should be required of the vocational faculty. College preparation need not be required. In-service training should be provided.
5. Teacher certification should be required for the general education faculty.
6. Proper certification should be required for professional service personnel.
7. The number of staff and faculty should vary according to: the type of student enrolled, the type of facilities, the purpose and philosophy of the school.
8. The staff should include a school doctor, a school dentist, nurses, recreational specialists, social activities coordinator, residence advisors, security personnel and utility staff (laundry, transportation, etc.)

CHAPTER V

Where Residential Vocational Schools Should Be Located

Ideally, residential vocational schools should be located in a semi-rural centrally located area in order to provide a change in the socio-economic environment of urban youths and a familar place for rural youths to prepare for future employment.

Discussion

Planning for the selection of geographical locations for resident schools should start with the formulation of a planning team. Team members should include persons from state departments of education, vocational specialists, local school district vocational education personnel, university specialists in vocational education, employment security labor analysts, union administrators, school facility consultants, architects, bureau of land management personnel, secondary school and post secondary school administrators, small business and industrial management, school finance analysts, and regional planners, to name a few. Certainly a prime requisite is to select a variety of people who have a genuine interest in establishing a residential school.

Course of Action

With the problem now identified concerning whom the resident school shall serve, the planning team must select some route for collecting pertinent data.The task is many fold. Planning team activities must: (1) examine alternative solutions, (2) establish criteria to use as a guide for making sound decisions, and (3) seek ideas from people who have been exposed to the selection of residential school locations.

The use of an organized survey by the planning team has merit. Basically the survey serves two purposes: (1) it shows the objectivity of the persons who are responsible for leadership in solving the planning problem, and (2) it documents the facts relative to the particular task to be researched. Very simply, a survey carries forward four basic steps of research method in studying a given situation: (1) formulating a clear statement and concept of the purpose set for the survey, (2) gathering pertinent data in as objective and complete a manner as is possible, (3) reserving judgment until the data are compiled and analyzed, and (4) drawing valid conclusions in terms of and based on the data compiled.

Having evolved a plan of action, the planning team must direct itself to answering specific questions about each geographical location being considered for acquisition.

1. Does the location have easy access by some mode of transportation?
2. Does the location permit taking advantage of state and local labor markets?
3. Is there recreational and leisure hour potential? Are opportunities provided to swim, bowl, play tennis, read in a library, see movies, become involved in intramural sports, have the opportunity to meet people and become a part of a variety of activities within a particular community setting?
4. Is the location smog free, away from excessive noises and free of pungent odors, smoke and dust?
5. Is the location suitable to allow the student from the heavily

populated urban area a change of environment that gives him some feeling of identity—that he is not just a part of the mass of humanity?

6. How will a particular geographical location utilize existing vocational educational facilities?
7. To what extent are work experience and cooperative efforts with small business or industry available to students?
8. Is the location conducive to attracting quality teachers who want to live and stay in the general area?
9. What is the status of the school system available for the children of the teaching staff?
10. Are there available housing units of good quality at reasonable rent or sale prices for teaching and administrative staff?
11. What kind of support services are available for the residential school, such as cleaning and laundry facilities, wholesale food service, fuel, light, other utility rates, and hospital or health services?
12. What is the potential for enrollment?
13. Are there personnel within the immediate area who can serve as part-time consultants and teachers from industry or a college or university?
14. What are the problems involved in gaining clear title to land under consideration for purchase?
15. How soon can site be purchased?
16. What are the site purchase costs?
17. Has a site development cost estimate been made by an architect? What is the site preparation cost?
18. Is there Bureau of Land Management land available for site consideration in the area being evaluated?
19. Has a search been made to ascertain if land can be purchased in cooperation with agencies such as the Indian Service?
20. What are the architect's estimated costs for the total residential facility environment?
21. What is the capability of the tax base to support the residential school?
22. What is the total present per capita tax load?
23. Are there supporting financial bases, other than public, available for the residential school?
24. Are there any local, county or other political entities that have laws which would provide negative legal implications for the school?
25. What is the extent of interest generated by people in the communities that are being considered as possible locations for residential schools?

All of the possible location factors have not been exhausted in the previous guideline of questions. Each resident geographical location team

will have to add to or delete from the array of questions, depending upon the particular resident geographical location problem with which it is faced.

After all the answers to the questions are gathered, the task of analyzing the data begins. All data must be analyzed as to one location compared with other possible residential school locations.

When making the final decision for site selection the major criterion for selecting a location for a residential school is to determine how well that location will provide the best possible kind of education for the young people the school is designed to serve.

RECOMMENDATIONS

1. There should be a task force established, drawing from a wide variety of individuals who can provide pertinent data concerning site selection factors. The task force could include architects, school facility planners, real estate personnel, state department of education people, regional planners, and vocational education specialists, to name a few.
2. The general site location should provide services to the teaching staff such as medical services, a good public school system, adequate housing, and a pleasant environment.
3. It is essential that one of the first considerations in site selection be determination of the length of time required to purchase and receive clear title.
4. One of the prime criteria for site selection should be the consideration of the extent of opportunities for work experience for students in the general area and the availability to establish cooperative programs in the immediate area.
5. It is recommended that an architect be hired to provide a site preparation cost estimate for each site under consideration. Site preparation costs can be very high and this could be a critical factor in site selection.
6. The interest of the people living in a particular area or community in having a residential school located in their midst should be analyzed. In most cases, if there is lack of interest on the part of the local citizens, consideration of that particular site should be abandoned. A residential school cannot function and survive over the years without positive support by a community.
7. Much consideration should be given to the analysis of recreation and leisure hour activities available to students. They should not be isolated from normal recreational activities.
8. The political factors should be reduced to a minimum so that a residential school site can be selected as much as possible on the premise of how well the site provides for the needs of the young people it will serve.

CHAPTER VI

What Facilities Should Be Provided

Whenever possible separate facilities should be provided for secondary and post-secondary students. The facilities, besides classrooms, labs and workshops, should provide opportunities for programs for athletic, student government and other clubs and recreational activities so as to assure a well-rounded educational program for citizenship development and the worthy use of leisure time.

Discussion

The development and provision of facilities on any campus have to be commensurate with the specific needs of the student body. Many factors such as topography of the area where facilities are provided along with soil conditions and aesthetic qualities play a major role in the development and construction of facilities; so do the expansion potential, availability of utilities, cost of the land and traffic generation. The following are the major considerations which go into the planning of facilities in a residential vocational school.

A. A site for the school should be selected only after a careful evaluation has been made of factors relating to its location, size, physical characteristics, cost and other practical considerations. The study should be made of all sites being considered, even though there might be a single obvious choice or the offer of a free site, in order that the final selection will be based on an intelligent and rational evaluation.

B. In order for design solutions to be meaningful and effective they must be based on specific criteria. Clear and concise statements of the aims and goals of the school and the policies for implementing those goals should be made. The goals should be stated in terms of the educational program, the site, the budget and the people the school will serve.

C. A long range master plan should be developed to insure an orderly development of the campus over a number of building phases. The plan should be viable and should be updated periodically as changing requirements demand change of the plan.

D. Facilities required for a residential vocational school will usually fall into about six general categories. The following are factors to be considered for each of the different functions to be housed:

1. INSTRUCTIONAL FACILITIES — Lecture spaces, shops and laboratories. Changing programs and new developments in learning techniques place high demands for flexibility on instructional facilities. These buildings should be planned with as much loft-type space as possible. Appropriate architectural, structural, mechanical and electrical systems should be employed to allow revisions to the instructional spaces with minimum disturbance to the buildings.

2. LEARNING RESOURCES FACILITIES — The library has become the nerve center of the campus. With recent innovations in learning technologies it is the place for preparation, storage and dissemination of all forms of instructional media. More new

developments will come. Therefore, the learning resources center should achieve the same high degree of flexibility that is required for the instructional facilities. It should have an open, inviting and comfortable environment with a variety of spaces for study and informal reading such as carrels, tables, lounge areas and group study rooms.

3. STUDENT SERVICES — One of the most unique aspects of a residential vocational school is the student. His primary objective is to learn a useful trade. However, there is also potential for the social and cultural development of the student during his stay on campus. These needs should be recognized and a student center should be provided to encourage social interaction and cultural activities. Other student service functions include dining, guidance and counseling, placement offices, health services, bookstore and perhaps other appropriate retail services and facilities for student government functions and various student organizations.

4. ADMINISTRATION AND MAINTENANCE SERVICES—Facilities should be provided to adequately house all of the administrative functions and for the receiving and store of bulk supplies, campus vehicles and maintenance equipment.

5. RESIDENCE HALLS — For many of the students who will attend these schools, their standards of living will be increased significantly above that to which they were previously accustomed in their home environment. Therefore, the residence halls should be comfortable and attractive. They should be planned in conjunction with the campus-wide goal of social enrichment with provisions for informal gatherings, recreation and receiving of guests.

6. ATHLETIC FACILITIES — The extent of athletic facilities required will depend largely on whether or not physical education is a formal part of the educational program. However, informal athletic activities can be an important factor in the overall development of students. Therefore, both indoor and outdoor facilities should be provided for individual workouts, group activities and spectator events for competitive sports.

E. The environment of the vocational school should offer the students a sense of individual pride, dignity and community citizenship.

RECOMMENDATIONS

Since the needs for facilities vary from state to state and from school to school within the same state only general, rather than specific, types of recommendations are made here.

1. Two teams should be assembled. An educator team should be responsible for establishing curriculum, instructional methods and specific needs of the types of students who will attend the school. Another team consisting of architects, planners and engineers should assume responsibility for all aspects of planning and building design. A high degree of communications should exist between the two teams with the lead architect acting as coordinator.

2. Due concern should be exercised in considering potential sites for the school. The selection should be made only after all factors to be considered have been investigated and evaluated on a comparative basis.

3. The program should be developed through the joint efforts of the educator and architect teams and should include complete statements of the goals and policies of the institution, space needs, and budget.

4. Prior to beginning the building design, a long range master plan should be developed. The plan should be required for a totally new campus or even a situation where the school will occupy existing buildings, either on a temporary or permanent basis, along with new facilities to be constructed.

5. Flexibility should be a primary requirement in the design of all instructional spaces. Architectural and engineering systems should be designed to permit change to take place as and when needed.

6. In planning facilities for learning resources services, consideration should be given to appropriate use of multi-media instructional materials and equipment. The facilities should be flexible and have the ability to adapt to new technologies. Consideration should also be given to central campus location and electrical connection to other instructional spaces.

7. The potential for social and cultural development of the students should be recognized. During the programming phase the needs of the students in these regards should be identified. Specific programs s h o u l d be planned to encourage student participation in meaningful non-academic activities and then appropriate facilities should be planned to accommodate them.

8. Therefore, residence halls should be planned with an environment that will raise the aspirations of the students. Recreational and social accommodations should be provided to supplement other facilities planned for non-academic student development. Special thought should be given to appropriate living spaces for the varying age groups of the students.

9. Adequate athletic facilities, both indoor and outdoor, should be provided to encourage student participation in formal and informal athletic programs.

10. Construction budgets for vocational schools should be consistent with those established for other post-high school educational institutions.

CHAPTER VII

Employment And Follow-Up Of Students From A Residential Vocational School

Industry now is facing a critical shortage of skilled craftsmen and productive technicians. Within 10 years this near void in our labor reserves can destroy industrial growth, limit competitive production, and eventually adversely affect the quality of American life. Today, we are overly concentrating our attention and our dollars on two facets of our manpower resources:

1. The hard-core unemployed and the economically or socially disadvantaged.
2. The true professional or white collar category such as engineers, scientists, teachers, lawyers, etc.

The entire middle spectrum of our nation's labor force — the skilled craftsman and the productive technician — is being seriously ignored in our educational system. We provide "instant" jobs for the disadvantaged through many programs. We provide excellent colleges and universities for the output of professionals. We do little to train and educate these young people who have the desire, interest, mentality and capability to fill the vocational spectrum in our work force.

Our nation's vocational schools must be expanded and improved to upgrade a larger number of our growing population. Industry cannot provide long-lasting, satisfying careers for the poorly trained. Rapid changes in our complex industrial systems demand a more versatile, adaptable employee who can keep pace with increasingly sophisticated operating, maintenance and production techniques.

The Critical Role of the Residential School

The residential-type vocational school offers the following advantages from industry's viewpoint as a means of training and educating the post-high school age group:

1. A residential school can attract higher caliber students in greater quantity and better prepare them for long-term productive careers in industry.
2. Industry can maintain closer ties with the larger diversified residential schools and insure relevant, real-world training for students.
3. The residential school more ideally serves as a crossroad where students can meet employers and open a broader gateway to future job opportunities. Industry inherently is attracted to the student marketplace where they can recruit a broad range of prospects to meet their total needs.
4. The product from the residential school has developed social and communication skills since they necessarily have practiced living, working, and cooperating with others. The pride of association, the art of becoming a team member and the elimination of geographical biases are essential elements of job success in industry.

Student Employment and Job Placement

In a true sense, employment of each student according to individual

skills and interests is the ultimate goal of vocational education. The key to success of any school is the right kind of training resulting in productive job placement that offers long-range opportunities.

A residential school must provide comprehensive job placement services to meet the needs of the school, the employer and the student. While there is no universally accepted ideal plan for placement services, the centralized office under a well-trained placement director has definite advantages. The centralized office offers an all-school concept to the importance of proper job placement, can insure better procedures and provide more economical and efficient operation. Also, it can offer broader job opportunities to students. The centralized office can lead to stronger ties with industry and employers and serve as a good "public relations" office with industry, business and government agencies.

The fundamental elements of good placement services are:

Service to the Student

1. Provide counsel and guidance to insure that each student has the chance to reach his full employment potential and attain his own individual job goals. Employment orientation should be accomplished in part through advisory boards and field trips.
2. Attract employers (industry, business and government agencies) to the campus so that students have a full range of employment opportunities.
3. Assist students in preparing their resumes and data sheets to adequately outline their training, job interests, and qualifications.
4. Train students to sell themselves to employers and develop full confidence in their abilities.

Service to the Employer

1. Provide a central point of contact enabling employers to schedule visits and interview students and make contact with teachers, instructors and administrators.
2. Furnish employers with information regarding curricula, training programs, changes in vocational education, availability of students, etc.
3. Give employers deeper insight into the school's purpose, develop closer employment ties, and serve as a channel for special needs of employers.

Service to the Institution

1. Promote the school and serve as the "public relations" arm of the school with employers, and promote scholarships, equipment donations, speakers and programs for student affairs.
2. Supply statistical information to the school's director and administrators concerning employment, geographical job dispersion, in-state retention of students, wage rates being paid, placement problems affecting individuals and the student body, and other job placement data that affect administrative decisions.

Physical Facilities Needed

A centralized placement center is most ideally located in a building in which student activities are centered in order that students have the

opportunity to check on employment, scan bulletin boards for job leads and become acquainted with placement services. The size of the school will determine the space needed, but each school should have the following minimum facilities:

1. A placement library containing material on career opportunities, company brochures, job descriptions and related data for student reference.
2. A private office for the placement director.
3. Private interview rooms or booths for student-recruiter interviews.
4. Bulletin boards for posting job opportunities and employer visits.
5. Record and storage space, restrooms and phone facilities.

Placement Staff Needed

A full time placement director should assume responsibility for the coordination of the school's placement services. This director must know the school, the students, the faculty and the employers. He should handle campus employment, part-time employment, summer and co-op programs, as well as regular placement. Although he is the central relations-with-industry link for the school, he must encourage faculty-employer contacts.

Adequate clerical help is needed to handle correspondence, maintain files, control interview sign-up schedules, and assist the placement director.

Student Follow-Up Procedures

An important phase of the placement office operation begins after the students have gone to work. It is vital and essential that the school know if its product is meeting the demands and succeeding in the world of work. Good feedback from the students and the employers is necessary for a school to stay up to date, improve its curricula, advance its teaching methods, and improve non-academic student functions.

Additionally, the school should continue to offer job placement services and advice to those who may need to change jobs or enter new fields of endeavor. The school has a continuing responsibility for assisting in life-long placement and utilization of its students. In many instances, the school should utilize the network of services available through state employment agencies or other state and federal agencies specifically concerned with the placement of experienced and handicapped persons. The placement director should maintain close liaison with both government and civic groups which can aid in specialized placement areas.

RECOMMENDATIONS

1. A residential vocational school must insure good employment opportunities for its graduates, by establishing a fully coordinated Job Placement office to guide students in their search for employment. The placement office should broaden the job horizon for students, provide guidance and supply occupational information.
2. The placement office should be professionally directed to achieve best results for the students, employers and the school. A professional placement director should be responsible for the school's placement services. The director should be a mature, knowledgeable person capable of realistically communicating with students, faculty and employers.

3. The placement office should have adequate clerical help to provide necessary services, and provide a receptionist-clerk with good typing skills to handle standard office duties including employer correspondence, interview scheduling, resume preparation, filing, report preparation, placement analysis, etc.

4. The placement office should have adequate space in a centralized location. The importance of proper job placement can be emphasized by providing attractive quarters including a separate office for the director, with an adjacent waiting room and private interviewing booths or rooms. Restroom, phone and cloak room facilities should be readily accessible.

5. The placement office should be student-oriented and keyed to supplying pertinent employment information and job opportunities. A placement library should be available containing company literature, employment brochures, job descriptions, salary data, and related information covering all training courses offered. Bulletin boards to post job notices and campus interviews should be strategically located at student traffic centers.

6. The placement office should serve as an image-builder and communications center with industry, business, government, and other employers or potential employers. Overt personal actions should be taken to establish and maintain close contact and working relations with employers to expand job opportunities for students. Additionally, the placement office can serve as a focal point for special contacts involving speakers, student programs, tours, equipment needs, consultants and advisors.

7. As a service to students and the school, the placement office should establish follow-up procedures after employment. Feedback from employers and graduates should be systematically obtained to assist in up-dating training needs, detecting weaknesses in "product," and insuring proper placement in productive, rewarding careers. Also, experienced graduates needing to change jobs or locations should be assisted by the placement office.

8. Provisions should be made to handle special problems in accordance with the location of the school, unique interests of students, and limitations or handicaps of certain students. Through the placement office the school should avail itself of services offered by state and federal employment offices, federal agencies, philanthropic organizations and private employment agencies.

9. Students should be assisted in evaluating themselves properly to obtain realistic employment goals. Guidance, counseling and testing services should be available to assist the student in reaching self-determined job objectives. Services of other units of the school should be utilized.

10. Students should be trained to present and sell themselves to an employer and be prepared for the transition from school to work. The placement office should guide students in preparing resumes, writing application letters, conducting themselves during interviews and accepting or rejecting job offers. Insight into what to expect on the job and what an employer wants in an employee should be stressed. Plant visits, industrial tours, visiting speakers, etc., should be arranged to orient students regarding future employment.

APPENDIX A
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APPENDIX B

MAJOR ISSUE NO. 1

Do you feel a residential vocational school is an appropriate institutional media for bringing vocational training opportunities to some of those in need?

MAJOR ISSUE NO. 2

The residential vocational schools are presently serving students from several socio-economic levels. Do you feel that the residential vocational schools should continue to serve approximately the same groups?

MAJOR ISSUE NO. 3

The vocational amendments of 1968 state that the age group 14 to 21 should be considered in planning residential vocational programs. Assuming limited resources, for example facilities, equipment and staff, do you feel that there should be a division of this age group into 14 to 17, and 17 through 21?

MAJOR ISSUE NO. 4

Do you feel that in the main the nine consultants properly reflected the real issues involved in the conference?

PARTICIPANTS COMPLETING QUESTIONNAIRES

REPRESENTING:

Government	25%
Industry	18%
Education	57%
	100%

Educational Representation

Junior College	6%
High School	10%
Technical Institution	24%
Residential Vocational School	16%
Other	44%
	100%

MAJOR ISSUE NO. 1

Do you feel a residential vocational school is an appropriate institutional media for bringing vocational training opportunities to some of those in need?

Participants' Response

YES 99% NO RESPONSE 1%

If yes, would you favor the residential vocational school that is exclusively vocational-technical oriented **or** the residential comprehensive Junior College and/or Community College? (In both cases the residential school referred to above is not to be confused with an area school that serves only a commuting distance population.)

Participants' Response

Separate Residential Vocational School	84.0%
Junior College and/or Community College	12.5%
No Response	3.5%

MAJOR ISSUE NO. 2

The residential vocational schools are presently serving students from several socio-economic levels. Do you feel that the residential vocational school should continue to serve approximately the same groups?

Participants' Response

YES 87.5% NO 12.5%

MAJOR ISSUE NO. 3

The vocational amendments of 1968 state that the age group 14 to 21 should be considered in planning residential vocational programs. Assuming limited resources, for example facilities, equipment and staff, do you feel that there should be a division of this age group into 14 to 17, and 17 through 21?

Participants' Response

YES 90% NO 10%

If yes, which group do you feel should receive priority?

Participants' Response

Secondary	17%
Post Secondary	67%
None	11%
No Response	5%

MAJOR ISSUE NO. 4

DO YOU FEEL THAT IN THE MAIN THE NINE CONSULTANTS PROPERLY REFLECTED THE REAL ISSUES INVOLVED IN THE CONFERENCE?

Participants' Response

No ... 3.5%

APPENDIX C

National Technical Education Association

A
National Clinic on Technical Education
St. Louis, Missouri
March 26, 27, 28, 1969

Summary Comments Of Discussion Groups On Reports Of National Conferences On Guideline Development

Topic	:	Residential Facilities
Report Presenter	:	Wayne W. Miller
Discussion Leader:		Arnold H. Potthast
Recorder	:	Jacob See

The group meeting to discuss the residential facilities felt the following items as top priority considerations in developing the guidelines [for establishing residential vocational schools under Part E of the 1968 Amendments].

1. In the planning of residential facilities there should be a division in in the age groups into the fourteen to seventeen category and the seventeen through twenty-one group. Consideration should be given to the establishment of separate facilities for each group. The age group of seventeen to twenty-one at the post-secondary level should be given priority with the possibility of recognizing another group in the age bracket of twenty-one to twenty-five.
2. The residential facilities should be a separate facility devoted to an integrated program of vocational and technical education. The act should not specify the types of programs to be offered in the residential facility. There should be a broad interpretation to provide the necessary flexibility of meeting the needs of the students in the residential facility.
3. The residential vocational-technical school is an appropriate institution for bringing vocational and technical education opportunity to those who are in need of training and education. The students of the residential facility should be oriented toward vocational and technical education and should be separate from the community or junior college.
4. The residential vocational-technical school should serve students from all social economic levels and should continue on that basis.
5. Every effort should be extended in the attempts to have the residential facility phase of the act funded at least for a pilot school.

One of the concerns that seemed to arise throughout the discussion was the fact that some of the administrators in the states do not have a full appreciation of the role of post-high school technical education as it would relate in the concept of the residential vocational-technical schools. The guidelines should be so written as to enable the development of these residential facilities to meet the specific needs of the people in the area where the facilities will be constructed rather than to have the funds to be used for "business as usual," as might be the case under some of the narrowly defined state plans.